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ABSTRACT

This handbook presents a secondary program evaluation system to improve the quality of Oregon state-approved, secondary vocational education programs. Section 1 describes this evaluation system. It discusses the three levels of evaluation. The design includes provisions for review of Oregon minimum standards, federal and state vocational education assurances, and specific vocational programs. Procedures and processes are overviewed. Section 2 addresses planning the evaluation and provides planning forms and directions. Section 3 contains the 20 data collection instruments in the system with instructions for selecting the appropriate instrument and starting to collect data. Section 4 provides information on conducting an annual review of the vocational program using data collected during the program evaluation. It presents directions and an example annual program review form that is divided into three parts: program decisions, diagnostic information, and processes. Data from this review is useful in deciding whether to continue, modify, or terminate the existing program. (YLB)

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Oregon Vocational Secondary Program Evaluation

A Procedural Handbook

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

The Oregon Department of Education, Career and Vocational Education Section seeks to improve the quality of state approved secondary vocational education programs through a secondary program evaluation system design which was developed and tested by a consortium of local school districts. This system will also enable the ODE to meet state and federal requirements.

The evaluation of all approved vocational education programs in Oregon is mandated by the Vocational Education Amendments, 1976 (P.L. 94-482) by [illegible]. The major topics included are:

- Effectiveness of program planning and operational processes.
- Student achievement during or at the time they leave the vocational program.
- Student success on the job after leaving the program.
- Services provided to students with special needs during or after leaving the program.

The system process and procedures directs its effort towards these topics for three levels of evaluation, i.e., standardization visits, review of compliance with federal and state vocational education assurances, and quality indicators of specific vocational programs. The system considers the "Good Practices Program Concept" developed by the Department of Education. This concept illustrates the standard evaluation criteria that are common to all vocational programs and those special evaluation criteria that are unique to a specific vocational program.

The evaluation system shows how minimum school standards, federal and state vocational assurances, and quality indicators of specific vocational programs can be reviewed at the same time in a systematic manner with little or no more effort or resources being used than if only one of the three areas were being reviewed.

Acknowledgments

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- Pat Downing of Philomath High School
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Section
I

THE EVALUATION SYSTEM

SECTION I

THE EVALUATION SYSTEM

Purpose of the System

The purpose of the system described herein is to improve the quality of state approved vocational education programs through systematic and accurate program evaluation. An approved vocational secondary program follows the state and federal requirements set forth in the Department of Education's publication, "Oregon Secondary Schools Vocational Program Application Manual." A copy of this manual may be obtained by contacting Syd Thompson, Department of Education (378-2717).

Programs Served:

The evaluation system is designed for all approved vocational programs, namely any of Oregon's career cluster or non-cluster areas. Cluster areas include agriculture, marketing, health, food service, accounting, clerical, secretarial, industrial mechanics, construction, electricity/electronics, metals, service, and forest products. Non-cluster areas include child care, clothing, institutional and home management, drafting, graphics, industrial arts, and consumer homemaking.

While the system was primarily designed for approved vocational programs, it can be used for evaluating non-approved programs. However, materials may require adaptation for this latter purpose. The most obvious change would be to replace the term "approved vocational program" with "vocational program."

Personnel Served:

The evaluation system is designed to serve vocational educators including: teachers, local directors, regional coordinators, state planners, and administrators at all levels.

Process and Procedures:

The evaluation design includes three levels of evaluation. These levels are: (1) provisions for review of Oregon minimum standards, (2) Federal and state vocational education assurances, and (3) specific vocational programs. The three levels of evaluations have been developed around the following four topics as required by the Vocational Education Amendments, 1976 (P.L. 94-482):

Operational processes:

- Quality of instruction
- Availability of instruction
- Guidance, counseling, placement, and follow-up
- Facilities and equipment
- Staffing

Student achievement:

- Measures

Additional services to special populations:

- Women
- Minority groups
- Limited-English speaking
- Disadvantaged
- Handicapped

Follow-up of students and their employers:

- Technical knowledge
- Work attitude
- Work quality
- Composite rating of training
- Employer's comparative rating

Process and procedures reflect the "Good Practices Program Concept" developed by the Oregon Department of Education. This concept embodies the standard evaluation criteria that are common to all vocational programs and those special evaluation criteria that are unique to a special vocational program. Vocational program approval requirements are:

1. Vocational programs shall be designed to prepare students to enter an occupation or a group of related occupations, or participate in advanced training.

2. Instruction shall be based on the skill, knowledge and attitudes required for the occupation or occupations for which the program is offered.

3. Vocational programs shall be sufficient in content and duration to allow students to develop the occupational competencies identified in the curriculum.

4. Facilities, equipment, instructional aids and supplies shall be sufficient in quantity and quality to enable students to effectively meet the curriculum objectives.

5. Provision will be made for vocational education student leadership organizations where appropriate and for supervision by persons who are qualified as vocational teachers or supervisors.

6. Placement and follow-up services are provided for all program leavers and completers.

7. Vocational guidance shall be available to all students in vocational programs with emphasis given to persons with special needs.

8. Students shall be provided with adequate instruction in safety practices related to the occupation or occupational group.

9. Instruction shall be for those occupations which do not require a baccalaureate degree.

10. Vocational program curriculum materials shall avoid sex role and minority group stereotyping and bias.

11. Vocational programs shall be developed and conducted with the advice and assistance of an appropriate advisory committee.

12. Vocational program instructors shall possess the occupational and educational competencies required in the vocational program area.

13. Provision will be made for the evaluation of vocational programs based upon how well they meet stated objectives. Evaluation sources should include students, employers and advisory committees.

14. Programs shall be open to all individuals who need vocational preparation regardless of race, ethnic background, sex, age, handicaps or academic or economic disadvantage.

Handbook Organization

The remaining sections of this handbook address planning, data collection, and program review. Section II sets the stage for the evaluation. Here you will identify the evaluation coordinator, determine who will complete what instruments, and establish timelines. In Section III you will be directed to collect data. General directions are first given to the evaluation coordinator and data collectors. Specific instructions for the completion of each instrument are given throughout the remainder of the section. The last section, IV, describes how to use the evaluation data for program review and subsequent program improvement.

Evaluation Forms

Forms needed to complete the program evaluation are provided in two ways. First, examples are included within this handbook. Second, master copies of these forms are contained in the envelope that accompanies this handbook. Use these masters to make copies for your evaluation activities.

Section II

PLANNING THE EVALUATION

Collecting Data

Reviewing the Program

SECTION II

PLANNING

Pre-planning:

The following items should be addressed by the local education agency before attempting to complete the instrumentation:

1. One person at the local level should be designated as the Evaluation Coordinator.

2. The Evaluation Coordinator should study the entire evaluation packet and determine data requirements.

   2.1 Identify program to be evaluated and determine whether or not the program is a state approved one.

      2.1.1 You can verify program approval by contacting your district career or vocational coordinator.
      2.1.2 If that person cannot verify program approval, contact your regional or county career and vocational education coordinator.
      2.1.3 If that person cannot verify program approval, contact the Vocational Programs Operations Unit of the Career and Vocational Education Section of the Oregon Department of Education in Salem (378-8234).

   2.2 Identify data needed and potential sources of that data.

Data Needed	Data Source
Enrollment	SERVE reports
Special Populations	SERVE reports
Cooperative Work Experience	SERVE reports
Employment Trends	County Department of Labor employment statistics
Employment Trends	State Employment Service employment statistics
Employment Trends	Oregon Occupational Information Coordinating Committee
Employment Trends	Regional or District Career Education Coordinator
Employment and Educational Status of Program Completers and Early Leavers	Oregon Department of Education's annual follow-up study on vocational education program completers and leavers
Basic Skills Instruction	District and building records on students
Student Leadership	District and building records on students
Instructor Information	District personnel records
Competencies	Career cluster guides
Competencies	Vocational curriculum materials
Program Cost	District, building fiscal records
Student Evaluation	Course/program evaluation records

3. The Evaluation Coordinator should assist program personnel in their efforts to gather appropriate data.

4. The Evaluation Coordinator should compile the data in a manner that will help program personnel complete all evaluation instrumentation in a timely and accurate manner.

5. If more than one person teaches in the program, the Evaluation Coordinator should schedule group sessions to complete the evaluation instruments.

Making a Plan:

A good plan is basic to any evaluation process. An evaluation plan will help you think through who needs what information when and in what format. Forms 1 and 2 and display 1 are planning documents. Use them to plan your evaluation.

Directions:

1. List all persons who may be involved in the evaluation of the vocational programs in form 1. Place an asterisk (*) immediately preceding the name of the person designated as the Evaluation Coordinator.

2. Designate persons who should perform each task in the program evaluation and the completion date for that task in form 2.

   2.1 Write the name of the person who will coordinate the entire effort in the proper blank. This person must help data collectors meet their timelines.

   2.2 Write the name of the vocational program (cluster) to be evaluated in the proper blank.

   2.3 Enter the date by which the entire evaluation is to be completed.

   2.4 Review the information in columns one (1) and two (2) of the form. Column one (1) shows the title of each instrument to be used in the evaluation. Column two (2) gives suggestions regarding persons who might complete each of the instruments.

   2.5 Decide who will complete each of the instruments and write their name(s) in column three (3).

   2.6 In column four (4) enter the date by which each instrument will be completed. A timeline is suggested in display 1. Use it as a guide in scheduling your evaluation activities.

3. When the planning documents are complete, go to section III.

Form 1

PERSONS WHO MAY PARTICIPATE
IN A PROGRAM EVALUATION

Vocational Program_____ School_____

State Specialist, Oregon Department of Education _____ (Phone:_____)

Regional/District Coordinator _____ (Phone:_____)

School District Coordinator/ Director _____ (Phone:_____)

Other School District Administrators/ Coordinators _____ (Phone:_____)

_____ (Phone:_____)

_____ (Phone:_____)

Building Vocational Coordinator/ Director _____ (Phone:_____)

Vocational Program Head _____ (Phone:_____)

Vocational Instructors _____ (Phone:_____)

_____ (Phone:_____)

_____ (Phone:_____)

_____ (Phone:_____)

Vocational Program Advisory Committee/Council _____ (Phone:_____)

Other School Personnel _____ (Phone:_____)

_____ (Phone:_____)

_____ (Phone:_____)

Evaluation Coordinator _____ (Phone:_____)

EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities.

Form 2

PLANNING

EVALUATION COORDINATOR_____

PROGRAM (CLUSTER)_____ EVALUATION COMPLETION DATE_____

Column (1) FORMS	Column (2) PERSON(S) WHO COULD COMPLETE INSTRUMENTATION	Column (3) NAME(S) OF PEOPLE WHO WILL COMPLETE FORMS	Column (4) COMPLETION DATE
Persons Who May Participate in a Program Evaluation	Vocational Director		
Planning	Vocational Director		
Total (Unduplicated) Enrollment in the Program by Year	Vocational Director		
Employment Trends for Occupations Addressed by the Vocational Program	Vocational Director		
Enrollment Trends by Course	Vocational Director		
Employment and Educational Status of Program Completers	Vocational Director		
Employment and Educational Status of Early Leavers	Vocational Director		
Average Ratings by Supervisors of Program Completers Employed in Related Occupations	Vocational Director		
Enrollment Trends for Special Population Groups by Year	Vocational Director		
Student Achievement Trends	Instructor		
Basic Skills Instruction in the Vocational Program	Vocational Director		
Students Participating in Student Leadership Organizations by Year	Instructor Vocational Director		
Students Participating in Cooperative Work Experience by Year and Special Population Groups	Instructor Vocational Director		
Actual Program Costs by Year	Vocational Director		
District Process Evaluation Checklist	District Personnel Vocational Director		
Advisory Committee Process Evaluation Checklist	Instructor		
Instructor Process Evaluation Checklist	Instructor		
Instructor Information Sheet	Instructor		
Student Course Critique	Instructor		
Student Critique Program Summary	Vocational Director		
Annual Program Review	Vocational Director Advisory Committee Chairman		

EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities.

Display 1

RECOMMENDED DATA COLLECTION SCHEDULE

INSTRUMENTATION	FORM NO.	RECOMMENDED FREQUENCY	RECOMMENDED TIME FRAME
Persons Who May Participate in a Program Evaluation	1	Annual	Prior to Evaluation
Planning	2	Annual	Prior to Evaluation
Total (Unduplicated) Enrollment in the Program by Year	3	Annual	Fall
Employment Trends for Occupations Addressed by the Vocational Program	4	Once every five years	None
Enrollment Trends by Course	5	Annual	Fall
Employment and Educational Status of Program Completers	6	Annual	Fall
Employment and Educational Status of Early Leavers	7	Annual	Fall
Average Ratings by Supervisors of Program Completers Employed in Related Occupations	8	Annual	None
Enrollment Trends for Special Population Groups by Year	9	Annual	Fall (SERVE)
Student Achievement Trends	10	Annual	None
Basic Skills Instruction in the Vocational Program	11	Annual	Late Spring or Early Fall
Students Participating in Student Leadership Organizations by Year	12	Annual	Late Spring or Early Fall
Students Participating in Cooperative Work Experience by Year and Special Population Groups	13	Annual	Late Spring or Early Fall
Actual Program Costs by Year	14	Annual	Late Spring or Early Fall
District Process Evaluation Checklist	15	Annual	None
Advisory Committee Process Evaluation Checklist	16	Annual	Late Spring
Instructor Process Evaluation Checklist	17	Annual	None
Instructor Information Sheet	18	Annual	None
Student Course Critique	19	End of every course	None
Student Critique Program Summary	19A	Annual	Early Fall
Annual Program Review	20	Annual	Fall

Section III

Planning the Evaluation

COLLECTING DATA

Reviewing the Program

SECTION III

DATA COLLECTION

Data Collection Instruments

There are twenty different data collection instruments in this system. The following instructions will help you select the appropriate instrument and to begin collecting data.

Directions:

For the Evaluation Coordinator:

1. Make sure all persons involved in the evaluation understand what they are to do and when they are to complete it.
2. Monitor the progress of data collection and provide assistance to those requiring help.
3. Collect completed instruments and submit them to the person who will analyze data and compile the evaluation report.

For Data Collectors:

1. Select only the instrumentation that you are to complete (See Section II for assignments).
2. Read the instructions for completing each instrument.
3. Gather the required data and enter it on the instrument as directed.
4. Submit the completed instruments to evaluation coordinator.

Form 3

TOTAL (UNDUPLICATED) ENROLLMENT
IN THE PROGRAM BY YEAR

Who Collects Data	When?
Vocational Director	Update Yearly

Purpose:

The purpose of this display is to illustrate total unduplicated enrollment trends in the program or cluster.*

Data Source:

SERVE Report

Directions:

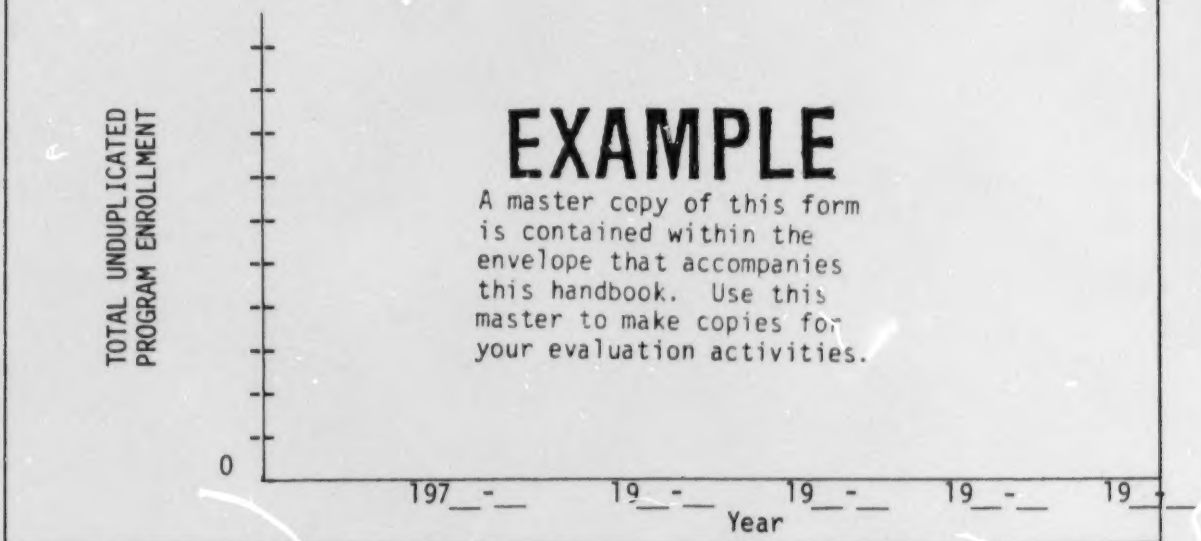
1. Enter the program and school name in the appropriate blanks.
2. Determine the total unduplicated number of students enrolled in the program by year.
3. Enter the year for which you are reporting enrollment, e.g. 19(79).
4. Plot the unduplicated total(s) on the graph. Be sure to assign numerical values to the vertical axis.
5. Calculate the percentage of the total enrollment for the program each year as it compares to the total school enrollment.
6. Submit the completed display to your evaluation coordinator.

*A cluster is a curriculum which develops skills and knowledge related to families of occupations, e.g., marketing, construction, office, agriculture.

Form 3

TOTAL (UNDUPLICATED) ENROLLMENT
IN THE PROGRAM BY YEAR

PROGRAM_____ SCHOOL_____



	19__-__	19__-__	19__-__	19__-__	19__-__
PERCENTAGE OF TOTAL SCHOOL ENROLLMENT					

Form 4

EMPLOYMENT TRENDS FOR OCCUPATIONS ADDRESSED BY THE VOCATIONAL PROGRAM

Who Collects Data? — When?

Vocational Director — Once Every Five Years

Purpose:

The purpose of this display is to illustrate employment trends for individual vocational fields within the school's commuting area.

Data Sources

County Departments of Labor may have information on employment estimates.

Information may also be obtained from the State Employment Service, including the Oregon Program Planning System (OPPS), available at the State Employment Service in Salem (Ph. #378-3220). To locate additional information about other data sources for individual program areas, contact the Oregon Occupational Information Coordinating Committee (OOICC). (Ph. #378-8146).

Directions:

1. Enter the program and school name in the appropriate blanks.
2. Enter the time frame in years for which you are reporting employment trends in the appropriate blank, e.g. 1979 to 1985.
3. List all the occupations found within the program (cluster) under the column heading "occupations in local area."
4. Under the current position column, write the current number of positions for that specific occupation.
5. Under the new/replacement position column, write the number of positions that will be available during the time period. This number will consist of (1) new positions and (2) current positions requiring replacements.
6. Amend the list of occupations as changes occur in employment trends.
7. Indicate sources of data used to complete this display.
8. Return the completed display to your evaluation coordinator.

Form 4

EMPLOYMENT TRENDS FOR OCCUPATIONS
ADDRESSED BY THE VOCATIONAL PROGRAM

Name of Program_____

School Name_____

Time Frame 19__ to 19__

Occupations in local area	Number of Current Positions	Number of New/Replacement Positions
Total		

EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities.

Source of Data

Form 5

ENROLLMENT TRENDS BY COURSE

Who Collects Data?

Vocational Director

When?

Update Yearly

Purpose:

The purpose of this display is to illustrate enrollment trends on an annual basis.

Data Sources:

Much of the information required for this display can be found in the SERVE report.

Directions:

1. Enter program and school name in the appropriate blanks.
2. List all locally offered courses under the column head "courses" (Update the list yearly). These courses should be a part of the approved vocational program.
3. Enter the year for which you are reporting enrollment in the appropriate blank, e.g. 19(79)-(80).
4. Enter the number of students enrolled in a specific course by year under the column head "enrollment."
5. Return the completed display to the evaluation coordinator.
6. Repeat steps 1 through 5 for each subsequent year.

Form 5

ENROLLMENT TRENDS BY COURSE

Program_____ School Name_____

COURSES	ENROLLMENT				
	19__-__	19__-__	19__-__	19__-__	19__-__

EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities.

Form 6

EMPLOYMENT AND EDUCATIONAL STATUS
OF PROGRAM COMPLETERS

Who Collects Data? — When?

Vocational Director — Update Yearly

Purpose:

The purpose of this display is to illustrate the employment and educational status of program completers.

Data Source:

Information can be gathered from replies of local respondents to the Oregon Department of Education's annual follow-up study on vocational education program completers and leavers. (Ph. #378-2718, in Salem.)

Directions:

1.0 Enter program and school name in proper blanks.

2.0 Complete the top portion of the display each year.

2.1 Using the appropriate column and row, indicate the number of program completers involved in each of the specified categories.

2.2 Add the numbers of program completers in each row and column and place the sums in the appropriate spaces.

2.3 Enter (in the appropriate space) the number of program completers about whom there are insufficient data.

3.0 Complete the bottom portion of the display yearly.

3.1 Plot, by year, the total annual percent of those program completers employed and/or involved in further education within full-time or part-time related occupations.

$$\text{Annual Percentage} = \frac{\text{Total of 14 numbers enclosed in broken lines}}{\text{Grand total (double underline)}}$$

4.0 Return the completed display to your evaluation coordinator.

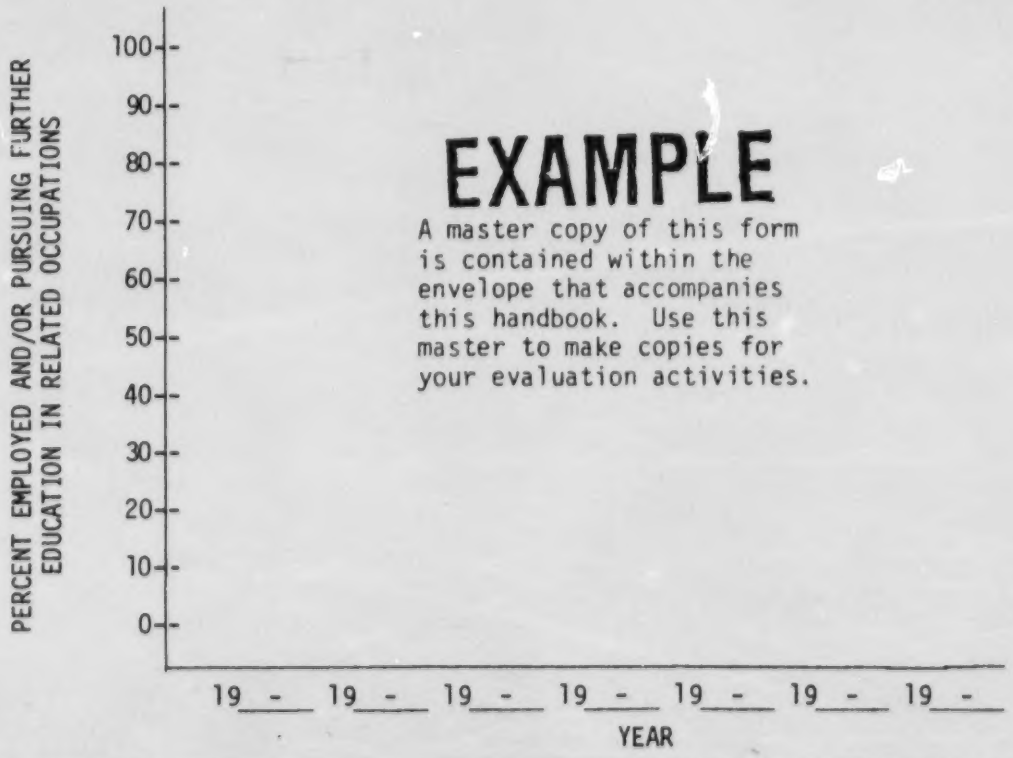
Form 6

EMPLOYMENT AND EDUCATIONAL STATUS
OF PROGRAM COMPLETERS

PROGRAM _____ SCHOOL _____

	NUMBER OF STUDENTS IN FURTHER EDUCATION				
EMPLOYMENT STATUS	FULLTIME RELATED	PARTTIME RELATED	UNRELATED	NONE	TOTAL
FULLTIME RELATED	___	___	___	___	___
PARTTIME RELATED	___	___	___	___	___
UNRELATED	___	___	___	___	___
UNEMPLOYED	___	___	___	___	___
OUT-OF-LABOR MARKET	___	___	___	___	___
TOTAL	___	___	___	___	___

Insufficient Data____



EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities.

Form 7

EMPLOYMENT AND EDUCATIONAL STATUS OF EARLY LEAVERS

Who Collects Data? — When?

Vocational Director — Update Yearly

Purpose:

The purpose of this display is to illustrate the employment and educational status of program early leavers.*

Data Source:

Information can be gathered from replies of local respondents to the Oregon Department of Education's annual follow-up study on vocational education program completers and leavers. (Ph. #378-2718, in Salem.)

Directions:

1.0 Enter program and school name in proper blanks.

2.0 Complete the top portion of the display each year.

2.1 Using the appropriate column and row, indicate the number of program early leavers involved in each of the specified categories.

2.2 Add the numbers of program early leavers in each row and column and place the sums in the appropriate spaces.

3.0 Complete the bottom portion of the display yearly.

3.1 Plot, by year, the total percent of those program early leavers employed and/or involved in further education within full-time or part-time related occupations.

4.0 Return the completed display to your evaluation coordinator.

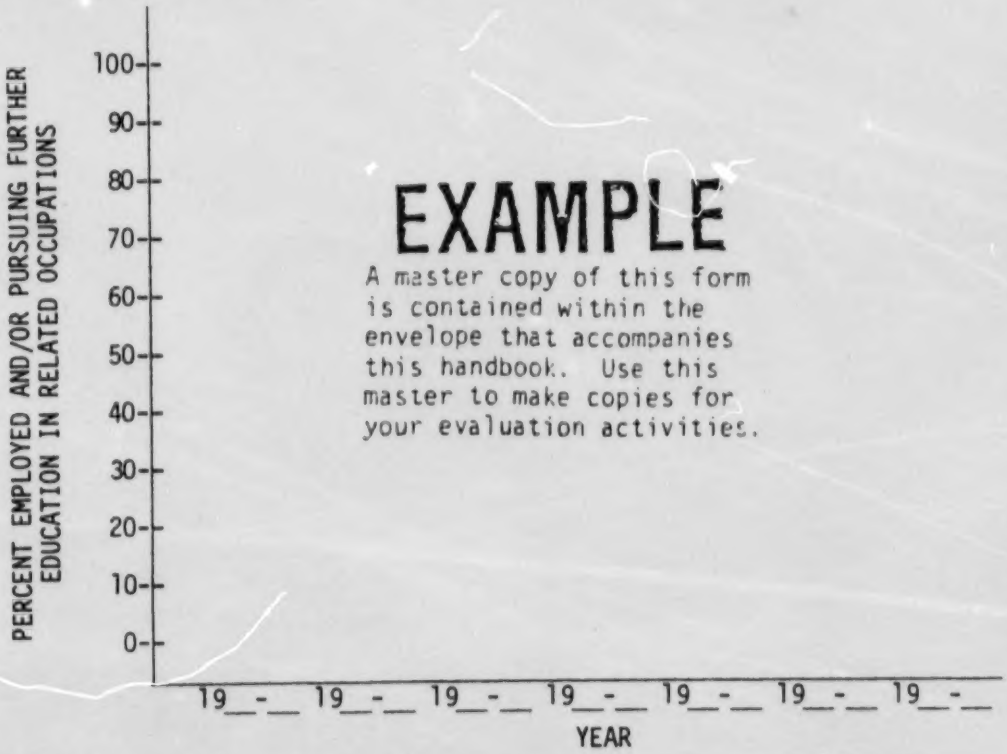
*An early leaver is one who has not acquired minimum competence for employment in any of the occupations within the program (cluster) and who is not enrolled in another vocational program (cluster).

Form 7

EMPLOYMENT AND EDUCATIONAL STATUS OF EARLY LEAVERS

PROGRAM _____ SCHOOL _____

	NUMBER OF STUDENTS IN FURTHER EDUCATION				
EMPLOYMENT STATUS	FULLTIME RELATED	PARTTIME RELATED	UNRELATED	NONE	TOTAL
FULLTIME RELATED	___	___	___	___	___
PARTTIME RELATED	___	___	___	___	___
UNRELATED	___	___	___	___	___
UNEMPLOYED	___	___	___	___	___
OUT-OF-LABOR MARKET	___	___	___	___	___
TOTAL	___	___	___	___	___



EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities.

Form 8

AVERAGE RATINGS BY SUPERVISORS OF PROGRAM COMPLETERS EMPLOYED IN RELATED OCCUPATIONS

Who Collects Data?

Vocational Director

When?

Update Yearly

Purpose:

The purpose of this display is to show the quality of performance of program completers employed in related occupations. This judgment is provided by the program completers' supervisors.

Data Sources:

Survey of employers of secondary school district graduates and secondary school students who have left school for a job.

Directions:

1. Enter program and school names in the appropriate blanks.
2. List student outcomes on which employers were asked to rate program completers.
3. Enter the year for which you have conducted employer follow-up studies and the numbers of students on whom employers have rated performance.
4. For each student outcome, compute the average rating provided by all supervisors on all program completers. Enter the average in the appropriate space.
5. Return the completed displays to the evaluation coordinator.

Form 8

AVERAGE RATINGS BY SUPERVISORS OF PROGRAM
COMPLETERS EMPLOYED IN RELATED OCCUPATIONS

Program_____ School_____

	Average Ratings				
Student Outcome	19__ N=	19__ N=	19__ N=	19__ N=	19__ N=

EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities.

Scale: 1=
2=

Form 9

ENROLLMENT TRENDS FOR SPECIAL
POPULATION GROUPS BY YEAR

Who Collects Data?

Vocational Director

When?

Update Yearly

Purpose:

The purpose of this display is to illustrate enrollment by year on the basis of sex, handicapping and disadvantaging condition, and those linguistically different.

Data Source:

Secure this information from the SERVE report.

Directions:

1. Enter the program and school name in the proper blank.
2. Enter the year for which you are reporting, e.g. 19(79).
3. In the appropriate year column, enter the number of students enrolled in the program according to the special population designator.
4. Submit the completed display to your evaluation coordinator.

Form 9

ENROLLMENT TRENDS FOR SPECIAL POPULATION GROUPS BY YEAR

PROGRAM _____ SCHOOL _____

TYPE OF STUDENTS	NUMBER OF STUDENTS PER YEAR 19__-__	19__-__	19__-__	19__-__	19__-__
SEX: MALE					
FEMALE					
HANDICAP:					
MENTAL					
ORTHOPEDIC					
HEARING					
VISUAL					
SPEECH					
CHRONIC ILLNESS					
SERIOUS EMOTIONAL DISTURBANCE					
LEARNING DISABLED					
MULTIPLE					
OTHER					
DISADVANTAGED:					
ACADEMIC					
ECONOMIC					
LINGUISTICALLY DIFFERENT:					
SPANISH					
OTHER					
TOTAL HANDICAPPED, DISADVANTAGED, AND LINGUISTICALLY DIFFERENT					
PERCENTAGE OF TOTAL PROGRAM ENROLLMENT					

EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities.

Form 10

STUDENT ACHIEVEMENT TRENDS

Who Collects Data?

Instructor

When?

Update Yearly

Purpose:

The purpose of this display is to gather information on the trend of student achievement by program on an annual basis.

Data Source:

Information for this display can be found in individual student vocational skills records, instructor grade books, and other program record documents.

Directions:

1. Gather data sources suggested above.
2. Take one blank "Student Achievement Trends" display and enter your program and school name in the appropriate blanks.
3. Check (Yes) or (No) in answer to the question, "Is this an approved program?"
4. Enter school year for which you are documenting achievement, e.g. 1980-81.
5. Enter a description for each student outcome for the program. Outcomes may be program goals, student learning objectives, skills, tasks, competencies or other descriptions of what students should achieve in the program. You may wish to group student outcomes into manageable units or groups that you measure directly.
   - 5.1 If you need help with identifying student outcomes, consult the vocational skills records produced by the Oregon Department of Education, task listings in cluster guides, or other resources, such as IDEC, ICE, etc.
   - 5.2 Under "Measurement Method", indicate the method used to determine whether or not students adequately achieved each outcome. A measurement method could be: teacher-made achievement test, standardized achievement test, observational checklist, etc.
6. Enter the total number of students who successfully completed each student outcome opposite the appropriate descriptor.
7. Enter the total number of students enrolled in the program during the entire year.
8. Enter the sources of your student outcomes in the blank at the bottom of the display.
9. Submit completed form to your evaluation coordinator.
10. Repeat steps 1 through 7 during each subsequent year. Use additional copies of Form 10 as needed.

Form 10

STUDENT ACHIEVEMENT TRENDS

PROGRAM_____ SCHOOL_____

Is this an approved program? ___Yes ___No

Student Outcome	Measurement Method	Number of Students Achieving the Outcome Per School Year 19__-__	19__-__	19__-__	19__-__	19__-__

Form 11

BASIC SKILLS INSTRUCTION IN THE VOCATIONAL PROGRAM

Who Collects Data?

Vocational Director

When?

Update Yearly

Purpose:

The purpose of this display is to illustrate where and how basic skills instruction occurs in conjunction with the vocational program.

Data Source:

District, course and building records, including planned course statement.

Directions:

1. Enter the program and school name in the appropriate blank.
2. Enter the year for which you are reporting basic skills data in the appropriate space, e.g. 19(80)-(81).
3. For each basic skill (e.g. reading, writing), describe where and how each is taught.
4. Submit the completed form to your evaluation coordinator.

Form 11

BASIC SKILLS INSTRUCTION IN THE VOCATIONAL PROGRAM

PROGRAM_____ SCHOOL_____

REPORTING PERIOD, 19__ to 19__

BASIC SKILL	WHERE TAUGHT (Indicate courses)	HOW TAUGHT (Methods used)
READING		
WRITING		
COMPUTING		
SPEAKING		
LISTENING		
OBSERVING		
WORK ADJUSTMENT		

EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities

Form 12

STUDENTS PARTICIPATING IN STUDENT
LEADERSHIP ORGANIZATIONS BY YEAR

Who Collects Data?

Instructor
Vocational Director

When?

Update Yearly

Purpose:

The purpose of this display is to illustrate the number of students participating in student leadership organizations by year.

Data Sources:

Program, school, or district records

Directions:

1. Enter program and school name in the proper blanks.
2. Enter the name of the youth group in the blank marked "Organization." Use a separate blank for each organization.
3. Enter the year for which you are reporting student participation in the proper blank, e.g. 19(79).
4. Enter the number of students participating in the youth organization in the appropriate column and row.
5. Enter the total program enrollment in the appropriate column and row.
6. Submit the completed display to your evaluation coordinator.

Form 12

STUDENTS PARTICIPATING IN STUDENT
LEADERSHIP ORGANIZATIONS BY YEAR

PROGRAM _____ SCHOOL _____

ORGANIZATION _____

Year	Total Number from Program in Youth Organization	Total Program Enrollment
19__-__	EXAMPLE	_____
19__-__	A master copy of this form	_____
19__-__	is contained within the envelope that accompanies	_____
19__-__	this handbook. Use this master to make copies for	_____
19__-__	your evaluation activities.	_____

Form 13

STUDENTS PARTICIPATING IN COOPERATIVE WORK EXPERIENCE
BY YEAR AND SPECIAL POPULATION GROUPS

Who Collects Data?

Instructor
Vocational Director

When?

Update Yearly

Purpose:

The purpose of this display is to illustrate student participation in cooperative work experience by year and special population groups.

Data Sources:

SERVE Form for Specific Program

Directions:

1. Enter program and school name in the proper blanks.
2. Enter the year for which you are reporting student participation in CWE in the proper blank, e.g. 19(79).
3. Enter the number of students participating in CWE in the proper year column and population group row.
4. Add the number of students in the column and enter the sum opposite "Total in CWE."
5. Calculate what percentage the "Total in CWE" is of the total program enrollment and enter it in the "%" blank.
6. Submit the completed display to your evaluation coordinator.

Form 13

STUDENTS PARTICIPATING IN COOPERATIVE WORK EXPERIENCE
BY YEAR AND SPECIAL POPULATION GROUPS

Program_____ School_____

Students		19__-__	19__-__	19__-__	19__-__	19__-__
Grade Level:	10	___	___	___	___	___
	11	___	___	___	___	___
	12	___				___
	Other	___				___
Males in CWE		___				___
Females in CWE		___				___
Handicapped in CWE		___				___
Disadvantaged in CWE		___				___
Limited English Speaking in CWE		___	___	___	___	___
Whites in CWE		___	___	___	___	___
Non-Whites in CWE		___	___	___	___	___
Total in CWE		___	___	___	___	___
Percentage of Total Enrollment		___%	___%	___%	___%	___%

EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities.

Form 14

ACTUAL PROGRAM COST BY YEAR

Who Collects Data? — When?

Vocational Director — Update Yearly

Purpose:

The purpose of this display is to illustrate actual vocational program cost by year.

Data Source:

Program and district records.

Directions:

1. Enter the program and school name in the appropriate blanks.
2. Enter the year for which you are reporting costs in the appropriate blank, e.g. 19(78)-(79).
3. Enter the actual program FTE in the appropriate column and row, e.g. Administration .25 FTE, Teachers 3.5 FTE, etc.
4. Add the FTE and enter the sum opposite "Total FTE" and beneath the appropriate year heading.
5. Now convert the total FTE into dollars and enter the total dollars amount in the proper row and column.
6. Enter the dollars spent for each of the items listed under Expendable (Dollars) in the proper column and row.
7. Add all the expendable dollars and enter this sum opposite "Total Expendable Dollars" and beneath the appropriate year heading.
8. Enter the amount spent on non-expendable equipment (such as typewriters).
9. Enter federal and state income dollars in the appropriate row and column.
10. Add the federal and state income dollar figures and enter this sum opposite "Total (Income in Dollars)."
11. Compute and enter the average expenditure per student (AEPS).

$$\text{AEPS} = \frac{\text{(Total Expendable \$)}}{\text{(Total Enrollment from form 3}}$$

12. Submit the completed form to your evaluation coordinator.

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Form 14

ACTUAL PROGRAM COST BY YEAR

PROGRAM_____ SCHOOL_____

	PER YEAR				
	19__-__	19__-__	19__-__	19__-__	19__-__
Personnel (FTE)					
Administration					
Teachers					
Aides					
Clerical					
Total FTE	____	____	____	____	____
Total Dollars	$____	$____	$____	$____	$____
Expendable (Dollars)					
Materials and Supplies					
Equipment Rental					
Leased Space					
Maintenance					
Contracted Services					
Travel					
Other					
Total Expendable Dollars	$____				
Non-Expendable Equipment	$____				
Income (Dollars)					
Federal vocational entitlement (from state)					
State and local					
Total (Income in Dollars)	$____	$____	$____	$____	$____
Average expenditure per student	$____	$____	$____	$____	$____

EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities.

Form 15

DISTRICT PROCESS EVALUATION CHECKLIST

Who Collects Data?

District Personnel
Vocational Director

When?

Update Yearly

Purpose:

The purpose of this checklist is to illustrate the status of the many variables that work to facilitate the conduct of a vocational program.

Data Source:

Personnel, course, program, school, and district records.

Directions:

1. Enter program and school name in the proper blanks.
2. Complete items 1 through 11.
3. Submit the completed checklist to the evaluation coordinator.

Form 15

DISTRICT PROCESS EVALUATION CHECKLIST

Program_____School_____

Person Completing Checklist_____Date Completed_____

1. Is there a written plan for the replacement and repair of equipment?
____Yes ____No

   1.1 If yes, where are copies of the plan filed?_____

   1.2 If yes, to what extent has the district been able to follow this plan?

   1.3 If the plan has not been followed, explain why.

2. Do instructors handle dues or any school funds? ____Yes ____No

   2.1 If yes, are they covered by bond? ____Yes ____No

   2.2 If yes, have instructors been informed of their rights and responsibilities? ____Yes ____No

   2.3 If yes, where is copy of the bond or the provisions thereof kept?
   _____

3. Is an accident reporting system maintained? ____Yes ____No

   3.1 If yes, what is the document in which the accident reporting system is described called?_____

   3.2 Where are copies of this document kept?_____

   3.3 Do all instructors in the program understand the accident reporting system? ____Yes ____No

4. Are safety inspections conducted regularly? ____Yes ____No

   4.1 If yes, how often are they conducted?_____

   4.2 If yes, who conducts the safety inspections?_____
   _____

   4.3 If yes, where is the conduct of the safety inspections documented?
   _____ _____

EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities.

5. Does anyone, other than the instructor, periodically verify the practice of safety by students? ____Yes ____No

5.1 If yes, who and how often?

6. Do instructors in the program hold appropriate teacher certification granted by the Oregon Teacher Standards and Practices Commission?

____Yes ____No (See Instructor Information Sheets for evidence).

7. Do all instructors in the progrom possess current Red Cross First Aid Cards including EMT or CPR? ____Yes ____No (See Instructor Information Sheets for evidence).

8. Have instructors in the program participaated in relevant inservice activities? ____Yes ____No (See Instructor Information Sheets for evidence).

9. Have instructors in the program participated in district safety inservice education? ____Yes ____No (See Instructor Information Sheets for evidence).

10. Is appropriate insurance coverage provided for students? ____Yes ____No

10.1 If yes, what coverage is provided?

10.2 Do instructors know the full extent of insurance coverage? ____Yes ____No

10.3 When and how were the instructors informed of the insurance coverage?

11. Is communication open and active among instructors, employers, employment agencies, and guidance personnel? ____Yes ____No

11.1 If no, briefly describe the deficiencies and actions that are being taken to resolve these problems.

Problem	Actions Being Taken

12. Have all curriculum materials been reviewed to assure that they are free of sex role and minority group stereotyping?

____Yes ____Partly ____No

12.1 If "yes" or "partly", who (including publisher if known) conducted the review and when?

Name:_____

Date:_____

12.2 If "partly", which materials have not been reviewed?

_____ _____

_____ _____

_____ _____

_____ _____

13. Comments:

This review covers the period _____to _____.

Signature of Reviewer_____Date_____

Title_____

Form 16

ADVISORY COMMITTEE PROCESS EVALUATION CHECKLIST

Program_____ School_____

1. Who are the members of the program's advisory committee and what group(s)/ areas do they represent?

Group/Area	Name of Member	Sex	Race Ethnicity	Term of Office
a. Business	_____	___	_____	_____
b. Industry	___		___	_____
c. Labor	___		___	_____
d. _____	___		___	_____
e. _____	___		___	_____
f. _____	___		___	_____
g. _____	_____	___	_____	_____

EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities.

1.1 Where is the roster of advisory committee members filed?

_____

1.2 Where are the minutes of the advisory committee meetings filed?

_____

2. Are facilities and equipment comparable to those used by business and industry? ____Yes ____No

2.1 If no, describe the deficiencies and the corrective actions that should be taken:

Deficiencies	Suggested Corrective Action

3. Are facilities and equipment maintained so as to be conducive to the health and safety of all persons? ____Yes ____No

3.1 If no, describe the deficiencies and the corrective actions that should be taken:

Deficiencies	Suggested Corrective Action

4. Does the district provide opportunities and financial support for upgrading instructors? ____Yes ____No

4.1 If no, describe the deficiencies and the corrective actions that should be taken:

Deficiencies	Suggested Corrective Action

5. Has the advisory committee been consulted or asked to provide assistance (e.g., advertising program, identifying work stations, evaluating the experiences, etc.) with the cooperative work experience component of the program? ____Yes ____No

5.1 If yes, in which capacities has the advisory committee provided assistance? In which year has each type of assistance been provided?

6. Are community resources, such as guest speakers, field trips, etc., used in the program? ____Yes ____No

6.1 If yes, list the resources and their use.

Resource	Use

7. Are the desired outcomes (competencies) specified for students at least the minimum needed by them to enter occupations encompassed by the program?
_____Yes _____No

7.1 If no, specify the deficiencies:

8. Does the advisory committee participate in the planning and implementation of the program? ____Yes ____No

8.1 If yes, to what extent has the committee participated in the planning and implementation?

_____Extensively and the results have been satisfactory to the committee.

_____Extensively but the results have been less than satisfactory to the committee.

_____Moderately and the results have been satisfactory to the committee.

_____Moderately but the results have been less than satisfactory to the committee.

_____Very little, on major issues as well as minor issues.

_____Very little, and primarily on minor issues.

9. Does the advisory committee participate in an annual evaluation of the program? ____Yes ____No

9.1 If no, how often does the advisory committee participate in evaluations of the program? _____

9.2 How often does the advisory committee participate in follow-up surveys of former students? _____

10. Are the findings of follow-up surveys of former students used in the modification of programs? ____Yes ____No

10.1 If yes, summarize the extent to which findings of follow-up surveys appear to have influenced program modifications.

11. Are labor market and occupational information provided to students by the program? ____Yes ____No

11.1 If yes, are the labor market data and occupational information provided to students both current and accurate? _____Yes _____No

11.1.1 If no, please describe the deficiencies.

11.2 If yes, are the labor market data and occupational information provided to students comprehensive? ____Yes ____No

11.2.1 If no, please describe the deficiencies.

11.3 Is vocational guidance available to all students? ____Yes ____No

11.4 If 11.3 is yes, who provides vocational guidance services?

12. Do projects, exercises, activities, experiments, etc., reflect the work setting for which students are being prepared? ____Yes ____No

12.1 If no, describe deficiencies.

13. Are program completers assisted with job or educational placement concerns? ____Yes ____No

13.1 If yes, describe the assistance provided.

14. Did the entire Advisory Committee participate in the completion of this checklist? ____Yes ____No

14.1 If no, list the members of the committee who did.

15. Must students meet predetermined admission criteria for the program? ____Yes ____No

15.1 If yes, what are the admission criteria?

15.2 If yes, what evidence indicates that these admission criteria are minimum capabilities needed by students to succeed in the program and eventually the occupation(s) for which they desire preparation?

15.3 If yes, how can students acquire the minimum capabilities necessary for admission into the program?

16. Are the competencies acquired by students during this vocational program recognized by community college vocational programs for credit or as satisfying prerequisites or as substitutions of community college coursework? _____Yes _____No

16.1 If yes, which community college vocational programs?

Community College	Vocational Program

16.2 If yes, is there a written agreement? _____Yes _____No
Where is the agreement located?_____

17. Comments

This review covers the period _____to_____.

Signature of Advisory
Committee Chairperson_____Date_____

Form 17

INSTRUCTOR PROCESS EVALUATION CHECKLIST

Who Collects Data?

Instructor

When?

Update Yearly

Purpose:

The purpose of this checklist is to illustrate the status of the many things that have occurred in order to produce desired outcomes.

Data Sources:

Course, program, school, and district records.

Directions:

1. Enter the program and school name in the appropriate blanks.
2. Enter the name of the person(s) who completed this form in the appropriate blank.
3. Enter date that the checklist was completed.
4. Provide the information called for under each of the headings.
5. Submit the completed checklist to your evaluation coordinator.

Form 17

INSTRUCTOR PROCESS EVALUATION CHECKLIST

Program_____School_____

Person(s) Completing Checklist_____Date Completed_____

1. What percentage of program goals conform to the format specified in Graduation Requirements Guidelines, Revised: Prepublication Draft (Oregon Department of Education, 1977) p. 31 _____%

2. What percentage of course goals conform to the format specified in Graduation Requirements Guidelines, Revised: Prepublication Draft (Oregon Department of Education, 1977) p.31. _____%

3. What percentage of performance indicators conform to the format specified in Graduation Requirements Guidelines, Revised: Prepublication Draft (Oregon Department of Education, 1977) p. 31 _____%

4. Safety

   4.1 Is instruction on safety infused into courses? _____Yes _____No

   4.2 Is instruction on use of safety devices infused into courses? _____Yes _____No

   4.3 If yes, list the courses in which instruction on safety and/or use of safety devices is conducted. Then indicate where this is documented.

Course	Check if Appropriate: Safety	Check if Appropriate: Safety Device	Where is it documented?
_____	EXAMPLE		_____
_____	A master copy of this form		_____
_____	is contained within the		_____
_____	envelope that accompanies		_____
_____	this handbook. Use this		_____
_____	master to make copies for		_____
_____	your evaluation activities.		_____

5. Where are planned course statements located?_____

6. If program goals are not documented in planned course statements, answer the following questions:

   6.1 Do program goals exist? _____Yes _____No

   6.2 If yes, in what document are they recorded?_____

   6.3 Where is a copy of this document?_____

6.4 When were program goals developed or when were they last revised?

_____

6.5 Who approved the program goals?_____

7. If course goals are not documented in planned course statements, answer the following questions:

7.1 Do course goals exist? _____Yes _____No

7.2 If yes, in what document are they recorded?_____

7.3 Where is a copy of this document kept?_____

7.4 When were course goals developed or when were they last revised?

_____

7.5 Who approved the course goals?_____

8. If performance indicators are not documented in planned course statements, answer the following questions:

8.1 Do performance indicators exist? _____Yes _____No

8.2 If yes, in what document are they recorded?_____

8.3 Where is a copy of this document kept?_____

8.4 When were performance indicators developed or when were they last revised?_____

8.5 Who approved the performance indicators?_____

9. Which of the following were used as the basis for specifying the student competencies (desired outcomes) for this program? (Check all that apply)

_____Cluster Guide

_____Task Analyses conducted by the Oregon Department of Education. Specify which occupations used:_____

_____Locally conducted occupational/task analyses. When were they conducted?_____

_____Advisory Committee. When was the advice acquired?_____

_____Other. Please specify:_____

_____

10. Is the program activity oriented? ____Yes ____No

If yes, list the courses in the program. Estimate the percentage of time in each course devoted to projects, exercises, activities, experiments, etc.

Course	Percent Activity	Course	Percent Activity

11. Is instruction adapted to varying levels of ability? ____Yes ____No

11.1 If yes, list the courses in the program and place a check mark indicating the special population groups for which adaptions have been made.

Courses	Gifted and Talented	Mentally Handicapped	Physically Handicapped	Disadvantaged	Linguistically Different

12. Are facilities and equipment for the program adequate for all students (including those in special population groups) to achieve program and course goals? ____Yes ____No

12.1 If no, describe the deficiencies and corrective actions that should be taken.

Deficiency	Suggested Corrective Action

13. Is adequate secretarial/clerical support provided to the program?
_____Yes _____No

13.1 If no, specify the types of services needed and the purposes for the services.

Type of Service Needed	Purpose of Service

14. Are adequate duplication and reproduction services provided to the program?
_____Yes _____No

15. Is adequate telephone service provided to the program? _____Yes _____No

15.1 If no, describe telephone services that exist and unmet needs.

Existing Service

Unmet Needs

16. Is adequate transportation provided to the program? ____Yes ____No

16.1 If no, describe the transportation services that exist and the unmet needs.

Existing Services

Unmet Needs

17. Are appropriate instructional materials available for all courses in the program? ____Yes ____No

17.1 If no, list all courses in which appropriate materials are lacking and indicate what must be done to correct this problem.

Course	Suggested Action

17.2 Are you using a cluster guide as a basic resource?____Yes ____No

18. Are appropriate supportive courses offered in the program? ____Yes ___No

18.1 List the supportive courses that are now offered and the length and level (e.g. 12th grade, sophomore) of each.

Course	Length	Level

18.2 List the supportive courses that should be offered.

19. Is the class size (number of students) appropriate for the desired Outcomes of each course? ____Yes ____No

19.1 If no, list the courses in which enrollment is too high, indicate the optimal enrollment for those courses, and then the actual average enrollment for those courses.

Courses	Optimal Enrollment	Average Actual Enrollment

20. Is staff time provided for the coordination of cooperative work experience? ___Yes ___No ___Not applicable

20.1 If yes, is the time sufficient? ___Too much ___About right ___Too little

20.2 If not applicable, who coordinates work experience?_____

_____

21. Does this program use facilities, courses, resources, or instructional personnel that are shared with other vocational programs? ___Yes ___No

21.1 If yes, which programs and what is used?

Program	Shared Item

22. Are staff time and travel funds provided for official vocational student leadership organization activities?

____Yes ____No ____ Not applicable

22.1 If yes, is the time sufficient?

____About right ____Too little

22.2 If yes, are travel funds sufficient?

____About right ____Too little

23. How many hours of instructional time do students receive in the program each week?

23.1 First year average hours per week=_____

23.2 Second year average hours per week =____

23.3 Third year average hours per week =____

24. Are all students enrolled in cooperative work experience enrolled in the approved vocational program?
____Yes ____No

24.1 If no, under what conditions do students not enrolled in the approved program participate in cooperative work experience?

24.2 Is cooperative work experience available to private, non-profit school students in the district's service area? ____Yes ____No

24.3 If 24.2 is yes, which private, non-profit schools?

25. Comments:

This review covers the period _____ to _____.

Signature of Instructor(s) _____ Date_____

_____ Date_____

_____ Date_____

_____ Date_____

_____ Date_____

Form 18

INSTRUCTOR INFORMATION SHEET

Who Collects Data?

Instructor

When?

Update Yearly

Purpose:

The purpose of this sheet is to illustrate the many unique and specific characteristics of the vocational instructor.

Data Source:

Personnel records.

Directions:

1. Enter your name and the year initially employed by the district in the proper blanks.
2. Provide the information called for under each of the items.
3. Sign the worksheet and date it.
4. Submit the completed worksheet to your evaluation coordinator.

Form 18

INSTRUCTOR INFORMATION SHEET

Instructor's Name:_____ Year Initially Employed by District: 19_____

1. Educational Background:

Institution	Degree	Major	Specialization

2. Technical Work Experience:

Occupation	Years Employed (Full-time Equivalents)

EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities.

3. Certification:

Certificate	Date Acquired

4. Inservice Education Record (Within the last three years)

Topic	Year	Topic	Year	Topic	Year

5. Courses Taught:

Course	Year	Course	Year

6. Does this instructor have a current Red Cross First Aid Card (CPR or EMT)?
_____Yes _____No Date acquired:_____

7. Has this instructor participated in a formal course, program, workshop, etc., in safety? _____Yes _____No If yes, please list._____
_____When attended?_____

_____ _____
Signed Date Completed

Form 19

STUDENT COURSE CRITIQUE

Who Collects Data?

Instructor

When?

At End of Every Course

Purpose:

The purpose of this form is to provide a means for getting student critiques of each course in the vocational program.

Data Source:

Student critiques of each course in the vocational program.

Directions:

1. Duplicate enough student course critique forms for each student in each course in the vocational program.
2. Administer form 19 to every student in every course in the vocational program.
3. Collect the completed forms and submit them to the vocational director.

Form 19

STUDENT COURSE CRITIQUE

PROGRAM_____ COURSE TITLE_____

YEAR IN SCHOOL_____ DATE (MONTH & YEAR)_____

Please indicate your preference by placing an "X" in the appropriate parenthesis.

Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

	SA	A	U	D	SD
1. The course is interesting enough to encourage me to perform independent learning.	( )	( )	( )	( )	( )
2. The course is equipping me with the skills required for entry-level jobs.	( )	( )	( )	( )	( )
3. The course has helped increase my self-confidence and sense of worth.	( )	( )	( )	( )	( )
4. My participation in the course has the support of my parents.	( )	( )	( )	( )	( )
5. The instructor(s) is very enthusiastic about his/her material.	( )	( )	( )	( )	( )
6. This instructor motivates me to do my best work.	( )	( )	( )	( )	( )

EXAMPLE

A master copy of this form is contained within the envelope that accompanies this handbook. Use this master to make copies for your evaluation activities.

Form 19A

STUDENT CRITIQUE PROGRAM SUMMARY

Who Collects Data?

Vocational Director

When?

Yearly

Purpose:

The purpose of this form is to provide a means for summarizing student critiques of the program. The student critiques are summaries of their views of all courses in the program.

Data Source:

Student critiques of each course in the program.

Directions:

1. Analyze the responses to form 19 and enter the data in form 19A.

   1.1 In the appropriate blanks, enter background information.

   1.2 Enter the number of students who checked each item in the appropriate row and column.

   1.3 Calculate the mean rating for each item and enter in the column headed "Mean."

2. Return the completed display to your evaluation coordinator.

Form 19A

STUDENT CRITIQUE PROGRAM SUMMARY

Program Name_____

Number of Students by Grade Level
N = __9, __10, __11, __12

Date of Evaluation_____
(Month, Year)

	SA (1)	A (2)	U (3)	D (4)	SD (5)	Mean
1. The course is interesting enough to encourage me to perform independent learning.	___					___
2. The course is equipping me with the skills required for entry-level jobs.	___					___
3. The course has helped increase my self-confidence and sense of worth.	___					___
4. My participation in the course has the support of my parents.	___					___
5. The instructor(s) is very enthusiastic about his/her material.	___	___	___	___	___	___
6. This instructor motivates me to do my best work.	___	___	___	___	___	___

EXAMPLE

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Section IV

Planning the Evaluation

Collecting Data

REVIEWING THE PROGRAM

SECTION IV

ANNUAL PROGRAM REVIEW

Who Collects Data? When?

Vocational Director, Advisory Committee Yearly

Background:

The purpose of this section is to help you conduct a review of your vocational program using data collected during the program evaluation. The review is divided into three parts: 1) program decisions, 2) diagnostic information, and 3) processes (Display 2).

By following the review process you will have data to help you decide whether or not to:

1) Continue the existing program,
2) Modify the existing program, or
3) Terminate the existing program.

Directions:

1. The vocational director, advisory committee chairperson, and other interested persons should participate in the program review.
2. Enter school and cluster program name.
3. Enter the date you completed this form.
4. Specify criteria for each of the items in the review sheet, e.g. 20 positions, 70 percent, 40 students. You may specify whatever criteria you wish; however, the values show how much importance you place on the criteria.
5. Determine whether or not the criteria have been met for each item in the review sheet. Place a check (✓) mark in either the "yes" or "no" column. Sources of data to help you make decisions are referenced under the column headed "Location of Evidence."

   The numbers refer to the forms and, when appropriate, item numbers on which evidence is recorded. As examples, "7" means "Form 7," 16/1 means item 1 in "Form 16."

6. If you marked "no" write the suggested action to be taken to correct the deficiency in the last column.
7. To decide whether to continue the existing program, review the decisions listed under "A. Program Decisions." Consider all the decisions as a group. Your recommendation to continue should reflect this profile.

   7.1 If the recommendation is to continue the program, check the appropriate space on page .

   7.2 If not, identify deficiencies and then go to step 8.

8. To decide whether to modify the existing program, review the decisions listed under "B. Diagnostic Information" identified in Step 7.2. Consider all decisions as a group. Identify problem areas in the program.

Display 2

REVIEW PROCESS

A. PROGRAM DECISION

1. Student employment and education
2. Employability (employer follow-up)
3. Social impact (equal opportunity)
4. Enrollment
5. Cost
6. Labor market

B. DIAGNOSTIC INFORMATION

1. Student achievement
2. Basic skills achievement
3. Leadership organization enrollment
4. Coop enrollment
5. Student ciritques

C. PROCESS

All others

8.1 Review decisions listed under "C. Process"" that are related to the problem.

8.2 If sufficient resources and funds are available to correct the problem, and the modifications should be made, check the appropriate space on the last page of this form.

8.3 If resources and funds are not available but the program should be continued, check the appropriate space on the last page of this form.

8.4 If the program should not be modified, then check "terminate existing program" on the last page of this form.

9. Sign and date the form on the last page.

10. Submit the completed "Annual Program Review" to the evaluation coordinator.

Form 20

ANNUAL PROGRAM REVIEW

A. PROGRAM DECISIONS

Name of School _____ Cluster Program _____

Date _____ U.S.O.E. Program _____

Criteria	Location of Evidence (Form No./Item)	Has criterion been met? Yes	No	If No, Suggested Action
1. Are former students employed or pursuing further education?				
1.1 ____percent of program completers are employed or pursuing further education in related occupations.....	6			
1.2 ____percent of early leavers are employed or pursuing further education in related occupations.....	7			
2. Are labor demands being met?				
2.1 ____percent of program completers are adequately prepared to perform the necessary functions of related occupations.....	8			
3. Does the program provide equal opportunity for special population groups?				
3.1 ____percent of students enrolled in the program are in special population groups.....	9			
4. What are the enrollment trends for the program?				
4.1 At least ____students are enrolled in each course in the program.....	5			

EXAMPLE

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Criteria	Location of Evidence (Form No./Item)	Has criterion been met? Yes	No	If No, Suggested Action
4.2 At least ___ students are enrolled in the program	3			
5. Are costs acceptable?				
5.1 The total operating cost for the program should not exceed $_____.	14, 17/21			
6. Are there sufficient job openings for program completers?				
6.1 There is a minimum of ___ positions available in the labor market addressed by the program (cluster).....	4			

EXAMPLE

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B. DIAGNOSTIC INFORMATION

Criteria	Location of Evidence (Form No./Item)	Has criterion been met? Yes	No	If No, Suggested Action
1. Are program competencies being achieved?				
1.1 ____percent of students enrolled in the program have met program competencies.....	10			
2. Are students receiving basic skills instruction in the program?				
2.1 ____percent of students enrolled in the program are receiving basic skills instruction in support of vocational classes.....	11			
3. Are students participating in student leadership organizations?				
3.1 ____percent of students are participating in student leadership organizations.....	12			
4. Are students participating in cooperative work experience?				
4.1 ____percent of students enrolled in the program are participating in cooperative work experience.....	13			
4.2 ____percent of students enrolled in cooperative work experience are in special population groups	13			
5. Are students satisfied with instruction?				
5.1 ____percent of students rate courses as adequate or better.....	19			

EXAMPLE

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C. PROCESS

1. Quality of Instruction	Location of Evidence (Form No./Item)	Has criterion been met? Yes	No	If No, Suggested Action
1.1 Program and course goals are written	17/1,17/2,17/3			
1.2 Planned course statements are written	17/5,17/6,17/7, 17/8			
1.3 All reports are completed on time, e.g. SERVE	2			
1.4 Program is evaluated in relation to stated program objectives	8,10,17/1,17/2, 17/3,17/5			
1.5 An advisory committee is used in program development and revision	16/8,16/9,16/14			
1.6 Students are provided instruction in safety practices related to occupations	17/4,15/5			
1.7 Curriculum materials are free of sex role and minority group stereotyping	15/12			
1.8 Student leadership organizations are provided	12			
1.9 Instruction is based on competencies of people employed in occupation for which program trains	16/7,16/12, 17/9			
1.10 Students are prepared for entry-level employment in an occupation or group of related occupations or for advanced training and education	20/A-1,20/A-2, 17/9			
1.11 Insurance is provided for off-campus school directed activities	15/10			
1.12 Instructional time equals ten hours per week or equivalent	17/23			
1.13 Students are learning by doing	17/10			
1.14 Community resources are used to enhance the instructional process	13,16/6			
1.15 Necessary instructional materials are available	17/17			
1.16 There is planned articulation with other programs in the community	16/16			

EXAMPLE

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1. Quality of Instruction	Location of Evidence (Form No./Item)	Has criterion been met? Yes	No	If No, Suggested Action
1.17 Student mastery level for program has been established	16/7,16/12, 17/9			
1.18 Student achievement is measured in relation to student goals and program objectives	10,17/1,17/2, 17/3			
1.19 Local and/or state-wide followup survey results are used to improve the program	16/10			
2. Availability of Instruction				
2.1 Appropriate electives are offered	17/18			
2.2 There are equal educational opportunities for all students	9,13,16/15			
2.3 Established class size reflects curriculum content, instructional methods, needs of students and expected learning outcomes of particular class	5,17/19			
2.4 Coop work experience is offered 11th and 12th grade students	13,17/5			
2.5 Students in coop work experience are enrolled in approved vocational programs	17,24			
2.6 Coop work experience is available to private non-profit school students in district's service area	17/24,3			
2.7 Admission to program is on basis of student's occupational objectives	16/15			
2.8 A work/study program is available to all students	___			
2.9 Transportation to off-campus learning sites is available	17/16			
2.10 Experience/tutoring in native language, or English as a second language is available to limited English speaking students	17/11			
2.11 Instruction is individualized	17/11			

EXAMPLE

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3. Guidance, Counseling, Placement and Follow-Up	Location of Evidence (Form No./Item)	Has criterion been met? Yes	No	If No, Suggested Action
3.1 Vocational guidance is available to all students	16/11			
3.2 Occupational and labor market information are available to all students	16/11			
3.3 Graduates are provided placement and follow-up services	16/13			
3.4 Communication is open and frequent among instructors, guidance personnel, employers and employment agencies	15/4			
4. Facilities and equipment				
4.1 Facilities and equipment are adequate for the number of students	17/19			
4.2 Safety inspections are regularly conducted and documented	15/4			
4.3 Safety devices and instruction for their use are provided all students and daults	15/5,17/4			
4.4 There is a written plan plan for repair and replacement of equipment	15/1			
4.5 Facilities and equipment are comparable to those in business and industry	16/2			
4.6 Facilities and equipment are maintained to be conducive to health and safety of all persons	16/3			
4.7 Facilities and equipment needed by handicapped students are provided	17/12			
5. Staffing				
5.1 Employees responsible for funds, fees or cash collections are covered by board-approved bond	15/2			
5.2 Instructors are vocationally certified for courses they teach	15/6			
5.3 An accident reporting system is maintained	15/3			

EXAMPLE

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5. Staffing	Location of Evidence (Form No./Item)	Has criterion been met? Yes	No	If No, Suggested Action
5.4 Instructor has attended district safety in-service	15/19			
5.5 Instructor has adequate preparation in course content and program operation	18			
5.6 Instructor has participated in relevant in-service activities, including area of equal opportunity	15/8			
5.7 Staff time and travel are provided for coordinating coop work experience	17/20			
5.8 Staff time and travel are provided for official vocational student leadership organization activities	17/22			
5.9 Staff time and travel is provided for program development, skill upgrading, evaluation and program advisory committee involvement	16/4			
5.10 Instructor has current Red Cross, EMT or CPR card	15/7			
5.11 Adequate instructional support is provided for the program	17/13,17/14, 17/15			

EXAMPLE

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ANNUAL PROGRAM REVIEW

Name of School _____ Cluster Program _____

Date _____ U.S.O.E. Program _____

RECOMMENDATIONS

____ Continue program as it is

____ Modify existing program

____ Terminate existing program

Vocational Director _____ Date _____

____ Continue program as it is

____ Modify existing program

____ Terminate existing program

Advisory Committee Chairperson _____ Date _____

EXAMPLE

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